

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

School Results

School: Lyman Moore Middle School

District: Portland Public Schools

Code: 1134-1355



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Grade Level Summary Report

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	151			480			14,085			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	141	145	141	458	461	452	13,745	13,743	13,696	93	96	93	95	96	94	98	98	97
With an approved accommodation	38	42	38	120	125	117	2,196	2,203	2,078	27	29	27	26	27	26	16	16	15
Current LEP Students	28	32	28	98	102	97	353	360	352	20	22	20	21	22	21	3	3	3
With an approved accommodation	15	18	16	58	61	58	130	136	132	54	56	57	59	60	60	37	38	38
IEP Students	26	26	26	74	75	72	2,147	2,146	2,131	18	18	18	16	16	16	16	16	16
With an approved accommodation	23	23	23	63	64	61	1,745	1,753	1,676	88	88	88	85	85	85	81	82	79
Students not tested in NECAP	10	6	10	22	19	28	340	342	389	7	4	7	5	4	6	2	2	3
State Approved	6	4	6	17	14	18	244	239	243	60	67	60	77	74	64	72	70	62
Alternate Assessment	3	3	3	12	11	13	204	200	202	50	75	50	71	79	72	84	84	83
First Year LEP	2	0	2	2	0	2	3	0	3	33	0	33	12	0	11	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	1	3	3	3	37	39	38	17	25	17	18	21	17	15	16	16
Other	4	2	4	5	5	10	96	103	146	40	33	40	23	26	36	28	30	38

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING	151	6	4	141	31	22	74	52	24	17	12	9	849	458	33	44	14	9	851	13,745	19	57	17	6	848	
	MATH	151	4	2	145	27	19	59	41	32	22	27	19	842	461	22	38	19	22	842	13,743	16	45	19	20	842
WRITING	151	6	4	141	21	15	75	53	30	21	15	11	843	452	23	45	20	11	844	13,696	12	46	31	12	841	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Reading Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

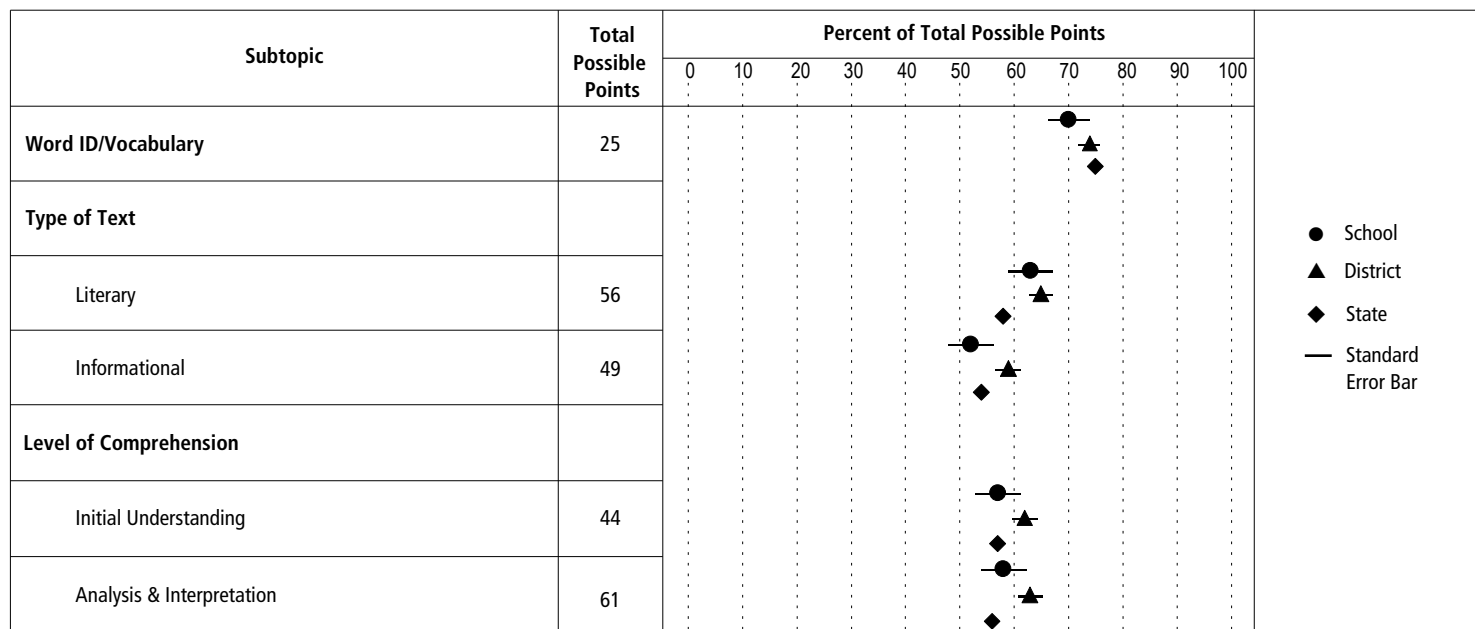
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	201	11	2	188	35	19	96	51	37	20	20	11	846
2011-12	178	4	1	173	46	27	76	44	35	20	16	9	848
2012-13	151	6	4	141	31	22	74	52	24	17	12	9	849
Cumulative Total	530	21	7	502	112	22	246	49	96	19	48	10	848
District													
2010-11	522	34	4	484	94	19	249	51	108	22	33	7	847
2011-12	512	14	7	491	149	30	207	42	87	18	48	10	849
2012-13	480	17	5	458	151	33	201	44	66	14	40	9	851
Cumulative Total	1,514	65	16	1,433	394	27	657	46	261	18	121	8	849
State													
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13	14,085	244	96	13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total	42,850	758	358	41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Reading Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	151	6	4	141	31	22	74	52	24	17	12	9	849	458	33	44	14	9	851	13,745	19	57	17	6	848
Gender																									
Male	74	2	0	72	11	15	39	54	15	21	7	10	846	228	28	43	19	10	849	7,099	14	58	20	8	846
Female	77	4	4	69	20	29	35	51	9	13	5	7	852	230	38	44	10	8	854	6,646	25	57	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										22	23	59	14	5	850	204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						115	3	64	24	8	843
Asian	9	0	0	9										32	19	50	19	13	847	195	32	49	14	5	852
Black or African American	33	2	3	28	5	18	13	46	6	21	4	14	844	87	13	44	21	23	840	384	8	45	26	21	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	102	4	1	97	25	26	52	54	14	14	6	6	851	301	42	41	12	5	855	12,632	20	58	17	6	849
Two or more races	4	0	0	4										14	29	57	14	0	852	208	16	60	18	6	848
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	32	2	2	28	3	11	8	29	10	36	7	25	839	98	8	41	26	26	838	353	4	43	32	21	838
Former LEP student - monitoring year 1	1	0	0	1										1						9					
Former LEP student - monitoring year 2	2	0	0	2										8						44	34	64	2	0	856
All Other Students	116	4	2	110	28	25	64	58	14	13	4	4	852	351	40	45	12	4	855	13,339	20	58	17	6	849
IEP																									
Students with an IEP	30	3	1	26	1	4	7	27	12	46	6	23	836	74	5	30	38	27	836	2,147	2	31	42	26	835
All Other Students	121	3	3	115	30	26	67	58	12	10	6	5	852	384	38	47	10	5	854	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students	84	4	2	78	9	12	37	47	21	27	11	14	843	240	15	50	22	14	844	6,590	10	57	24	10	844
All Other Students	67	2	2	63	22	35	37	59	3	5	1	2	856	218	53	38	6	3	859	7,155	28	58	11	3	852
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	151	6	4	141	31	22	74	52	24	17	12	9	849	458	33	44	14	9	851	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services	4	2	1	1										177	41	40	12	8	854	1,781	11	54	27	8	845
All Other Students	147	4	3	140	31	22	73	52	24	17	12	9	849	281	28	47	16	9	850	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan	2	0	0	2										6						515	13	61	21	5	847
All Other Students	149	6	4	139	31	22	73	53	23	17	12	9	849	452	33	44	14	9	851	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

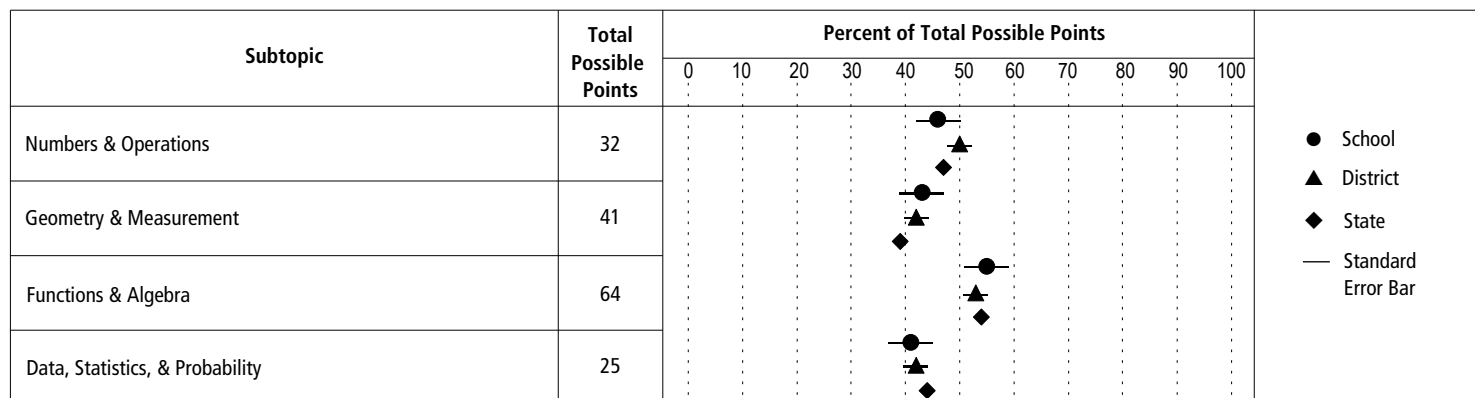
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	201	8	3	190	24	13	66	35	43	23	57	30	839
2011-12	178	3	1	174	29	17	67	39	33	19	45	26	840
2012-13	151	4	2	145	27	19	59	41	32	22	27	19	842
Cumulative Total	530	15	6	509	80	16	192	38	108	21	129	25	840
District													
2010-11	522	15	5	502	82	16	176	35	112	22	132	26	840
2011-12	512	14	5	493	95	19	181	37	102	21	115	23	841
2012-13	480	14	5	461	101	22	173	38	86	19	101	22	842
Cumulative Total	1,514	43	15	1,456	278	19	530	36	300	21	348	24	841
State													
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13	14,085	239	103	13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total	42,850	720	391	41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	151	4	2	145	27	19	59	41	32	22	27	19	842	461	22	38	19	22	842	13,743	16	45	19	20	842
Gender																									
Male	74	2	0	72	11	15	33	46	19	26	9	13	842	227	21	38	20	21	842	7,095	16	44	20	21	842
Female	77	2	2	73	16	22	26	36	13	18	18	25	841	234	23	37	18	23	842	6,648	16	46	19	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										22	14	59	0	27	840	206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						114	5	42	27	25	838
Asian	9	0	0	9										32	19	28	22	31	839	195	28	43	15	15	845
Black or African American	33	0	1	32	2	6	11	34	6	19	13	41	835	91	3	21	26	49	832	389	4	28	20	48	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	102	4	1	97	24	25	41	42	19	20	13	13	844	301	29	42	17	13	845	12,626	16	46	19	19	842
Two or more races	4	0	0	4										13	23	46	23	8	843	206	13	49	19	20	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	32	0	0	32	1	3	9	28	7	22	15	47	833	102	3	20	20	58	831	360	3	25	21	51	832
Former LEP student - monitoring year 1	1	0	0	1										1						9					
Former LEP student - monitoring year 2	2	0	0	2										8						44	16	70	11	2	846
All Other Students	116	4	2	110	26	24	48	44	25	23	11	10	845	350	28	41	19	12	845	13,330	16	46	19	19	842
IEP																									
Students with an IEP	30	3	1	26	1	4	5	19	8	31	12	46	833	75	4	20	24	52	831	2,146	2	16	20	62	830
All Other Students	121	1	1	119	26	22	54	45	24	20	15	13	844	386	25	41	18	16	844	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students	84	2	1	81	6	7	35	43	16	20	24	30	838	242	7	36	21	35	837	6,592	7	39	24	29	838
All Other Students	67	2	1	64	21	33	24	38	16	25	3	5	847	219	38	39	16	7	848	7,151	24	51	15	11	845
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	151	4	2	145	27	19	59	41	32	22	27	19	842	461	22	38	19	22	842	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services	4	0	1	3										178	21	38	19	23	842	1,784	8	33	30	30	838
All Other Students	147	4	1	142	27	19	58	41	31	22	26	18	842	283	23	37	19	21	842	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan	2	0	0	2										6						513	12	42	25	21	841
All Other Students	149	4	2	143	27	19	59	41	30	21	27	19	842	455	22	37	18	22	842	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Writing Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

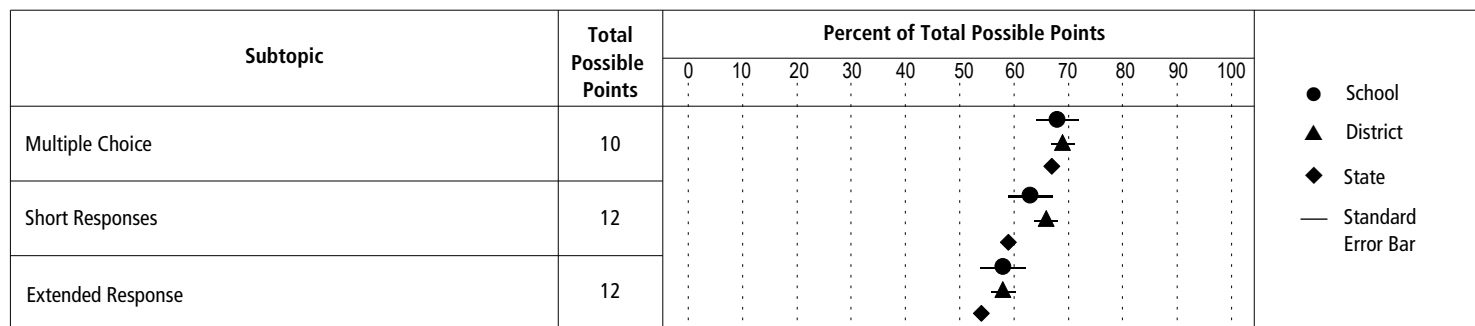
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	201	11	4	186	20	11	84	45	64	34	18	10	841
2011-12	178	4	2	172	18	10	67	39	53	31	34	20	838
2012-13	151	6	4	141	21	15	75	53	30	21	15	11	843
Cumulative Total	530	21	10	499	59	12	226	45	147	29	67	13	841
District													
2010-11	522	34	6	482	59	12	215	45	166	34	42	9	841
2011-12	512	16	8	488	48	10	221	45	142	29	77	16	839
2012-13	480	18	10	452	104	23	205	45	92	20	51	11	844
Cumulative Total	1,514	68	24	1,422	211	15	641	45	400	28	170	12	841
State													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13	14,085	243	146	13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total	42,850	762	521	41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2012-2013

Disaggregated Writing Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	151	6	4	141	21	15	75	53	30	21	15	11	843	452	23	45	20	11	844	13,696	12	46	31	12	841
Gender																									
Male	74	2	0	72	7	10	38	53	16	22	11	15	841	224	13	48	25	15	841	7,068	6	38	38	18	837
Female	77	4	4	69	14	20	37	54	14	20	4	6	845	228	33	43	16	7	847	6,628	18	54	23	5	844
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	3	0	0	3										22	18	64	18	0	846	204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										2						114	5	30	44	21	836
Asian	9	0	0	9										32	9	53	31	6	843	195	16	56	22	6	845
Black or African American	33	2	3	28	2	7	14	50	9	32	3	11	841	85	5	44	32	20	837	382	5	37	38	20	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						7					
White	102	4	1	97	18	19	50	52	18	19	11	11	844	298	30	44	16	10	846	12,590	12	46	31	12	841
Two or more races	4	0	0	4										13	31	38	31	0	846	204	9	48	28	15	840
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	32	2	2	28	1	4	12	43	10	36	5	18	838	97	2	43	34	21	837	352	3	36	39	22	836
Former LEP student - monitoring year 1	1	0	0	1										1						9					
Former LEP student - monitoring year 2	2	0	0	2										8						44	14	64	20	2	845
All Other Students	116	4	2	110	20	18	61	55	20	18	9	8	844	346	29	45	17	9	846	13,291	12	46	30	12	841
IEP																									
Students with an IEP	30	3	1	26	0	0	6	23	12	46	8	31	833	72	3	19	46	32	832	2,131	1	14	42	43	829
All Other Students	121	3	3	115	21	18	69	60	18	16	7	6	845	380	27	50	16	7	846	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students	84	4	2	78	5	6	39	50	24	31	10	13	840	235	9	46	30	15	840	6,554	5	39	38	18	837
All Other Students	67	2	2	63	16	25	36	57	6	10	5	8	846	217	39	45	10	7	849	7,142	18	51	24	7	844
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	151	6	4	141	21	15	75	53	30	21	15	11	843	452	23	45	20	11	844	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services	4	2	1	1										173	30	45	17	8	847	1,773	7	37	40	16	838
All Other Students	147	4	3	140	20	14	75	54	30	21	15	11	843	279	19	46	22	14	842	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan	2	0	0	2										6						511	5	39	40	17	838
All Other Students	149	6	4	139	21	15	74	53	30	22	14	10	843	446	23	45	20	11	844	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.